



Sudan University of Science and Technology

College of Languages



**Impact of Reading Aloud on EFL Learners in
Improving Reading and Pronunciation**

*اثر القراءة الجهرية في تحسين القراءة والنطق لدي دارسي اللغة الانجليزية
لغة اجنبية*

*(A Case Study of The British Private Educational Basic
Level Schools in Khartoum)*

**A Thesis Submitted in Partial Fulfillment for Requirements
of MA Degree in English Language (Linguistics)**

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Dedication

-To my Ever Beloved our Prophet Mohammed Bin Abdullah

Peace and bless be upon him.

-Dear parents.

-Sisters and brothers.

ACKNOWLEDGEMENTS

First, my whole thanks and ever praise be to Allah, The Creator of the world, without whose help and mercy no work could be achieved. Then I would like to extend my special thanks to my Supervisor Dr. Nagla Taha Bashrie, who has given me continuous support, beneficial advice and help to complete the writing of this thesis. My special thanks are due to all great teachers at the British Private Educational basic level schools in Khartoum who helped me to collect the needed data of this research, particularly, Fadul Ahmed Alhaj and Amna Hassan, my advisors of English language who always exert great efforts to help and guide us. Last, but not least I thank all teachers of English Language at Sudan University of Science and Technology, College of Languages, English Language department.

ABSTRACT

This research aims at investigating the impact of reading aloud on EFL learners in improving reading and pronunciation at basic level schools. In order to examine the hypotheses, the researcher used a questionnaire as a tool for collecting needed data. The questionnaires were randomly distributed to 50 teachers of English language at the British Educational Private Schools in Khartoum. The data has been analyzed by using SPSS programme. After applying the descriptive analytical method for this tool, the researcher has come up with the results that reading aloud is beneficial to develop and promote pupils' reading, as well as improving their pronunciation. The researcher mentioned some recommendations and suggestions for further studies.

ABSTRACT

المستخلص (Arabic Version)

تناولت هذه الدراسة تقصي اثر القراءة الجهرية في تحسين القراءة والنطق لدي دارسي اللغة الانجليزية باعتبارها لغة اجنبية بمدارس مرحلة الاساس . للتحقق من فرضيات البحث استخدم الباحث الاستبيان لجمع المعلومات المطلوبة والذي تم توزيعه عشوائيا علي خمسون معلما من معلمي ومعلمات اللغة الانجليزية بمدارس التعليم البريطانية الخاصة بالخرطوم .تم تحليل البيانات باستخدام التحليل الوصفي تحليل احصائيا باستخدام برنامج SPSS . توصل الباحث بعد التحليل الي ان القراءة الجهرية لها دور مفيد في تحسين القراءة والنطق لطلاب مرحلة الاساس. اوصي الباحث ببعض التوصيات وقام باقتراح عددا من الدراسات الاضافية .

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CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview:

In general there are four skills in any language, which are listening, reading, writing and speaking. These skills are the essential language components through which human being can communicate with each others. Both listening and reading are receptive skills; they come first before writing and speaking. Through the early to mid (1970s) a number of researchers and teacher trainers argued for the greater importance of reading e.g. Goodman (1967) and Smith (1971) they said that "reading is not primarily a process of picking up information from the page in a letter –by letter, word- by-word manner". It is important in life; that society can fail if it is not literate .Through reading people can learn a lot about everything. Reading is a process of comprehending which is achieved through certain strategies e.g. (guess, define, skim, scan and make inferences about the text. Coady (1979) argued that the conceptualization of reading process requires three components: process strategies, background knowledge and conceptual abilities. He also stated that "reading is a model in which reader’s conceptual abilities and strategies act together with his background knowledge to understand the text." It is true that the concept of reading requires specific techniques and strategies through which reading can be achieved. Halliday, (1973) reported that "teachers play a very critical role in demonstrating to children the proper ways in which they should use language correctly. This demonstration can be done by reading or having a conversation with the child frequently." Reading aloud is particularly important that helps pupils to feel comfort about what they know, and it is a good opportunity to share

ideas and thoughts in the classroom about the pupils' specific situation. Wood Salvetti (2001) thought that such kind of strategies of reading aloud allow learners to become more familiar with literacy. Pupils who do not practice aloud reading they are not sure of their pronunciation, they seem to be unfamiliar with the sound system of English. It can familiarize children with the language found in books and stimulates vocabulary growth. Reading aloud effectively is characterized by the clear articulation of words, flexibility in rate, volume and tone, adequate phrasing and effective use of pauses. For children particularly in the early stages it can promote, develop emergent literacy and language development, it can also promote, love and joy for reading which is more important than improving specific literacy skills.

1.1 Statement of the Problem

It is known that reading is one of the most important components of performing efficient and balanced literacy in basic level schools for pupils who study English as a foreign language. According to the researcher's experience as a teacher of English, he has noticed that pupils of basic level schools encounter many difficulties in reading, as a result he was thinking of these reasons face pupils in reading. He found that there are many beneficial factors to improve reading. Reading aloud is one of these factors which enable pupils to develop pupils reading fluency and pronunciation. The absence of reading aloud causes lack of reading fluency and pronunciation.

1.2 Objectives of the Study

This study aims at investigating the role of reading aloud in improving reading fluency for basic level school pupils.

It also tries to investigate the role of reading aloud in developing pupils' pronunciation.

1.3 Study Questions

The researcher intends to approach this study with the following questions:

- 1- To what extent does reading aloud improve pupils' reading fluency?
- 2- To what extent does reading aloud improve pupils' pronunciation?

1.4 Study Hypotheses

The researcher is going to expect the following hypotheses:

- 1- Reading aloud is important tool to improve and promote pupils' reading fluency.
- 2- Reading aloud improves pupils' pronunciation.

1.5 Significance of the Study

This study is important because it seeks to develop basic level pupils' reading fluency and pronunciation by applying reading aloud as a tool to help the readers to read the text fluently and pronounce the words correctly. It is also important for shedding lights on the reading aloud strategies. Reading aloud encourages pupils to love and enjoy reading as well also motivates and stimulates them to read. Moreover it is a good way to introduce them to read books, stories and poems that may otherwise miss them. It improves pupils' reading fluency and pronunciation, which they are essential for learners of English as a foreign language. It encourages pupils to read on their own model. It also seeks to direct English language teachers towards the importance of

reading aloud to encourage pupils to develop reading fluency and pronunciation through applying reading aloud.

1.6 Methodology Research

This research has adopted the descriptive and analytical method. To collect data, a questionnaire was distributed to fifty teachers of English language at the British Private Educational Schools in the academic year of 2017 - 2018.

1-7 Limits of the Study

This case study is about the impact of reading aloud on EFL learners in improving pupils' reading fluency and pronunciation. It was conducted to the basic level pupils at the British Private Educational Schools in Khartoum in the academic year of 2017-2018.

CHAPTER TWO

Literature Review & Previous Studies

2.0 Introduction.

This chapter introduces the problem of the research in details, and then it discusses the related ideas of scientists and scholars .Finally it mentions the reviewing of the previous studies.

2.1 Commuicative Skills of Language

Language is the communicative tool among human being, with its two parts, written and spoken. Each part has its different skills; the written language for example, views at the art of writing and reading, and the spoken part views at the art of speaking, listening, as well as a loud reading. English language learning aims at enabling the learner to acquire the four skills, so as to communicate with others. Snow & Juel (2005) Pinnell & Fountas (2011) demonstrated that" learning to read represents the weaving together of multiple skills, understandings, and orientations, many of which have their developmental origins in infancy and toddlerhood." It is clear that reading is the key of learning language and, communication among people because it depends on mind, through which development and civilization in life can be produced. Cunningham & Stanovich, (2001, 137) stated that "reading has cognitive consequences that extend beyond its immediate task of lifting meaning from a particular passage." Oral communication is the widespread among people, which plays a significant role at the early stages of learning. Reading as an oral communicative activity is rather cognitive process than a simple process of decoding letters from the printed text. Reading is one of the most important language skills, which the learner should learn and master it

because it views as the essential part for developing other skills and activities. Anne Cunningham (2013) explains that reading is "a very rich, complex, and cognitive act." It makes pupils smart, and provides them opportunities to be intelligent. When pupils read more books and stories, their cognitive capacity will increase and become ready to receive more vocabulary. Since language is very complex process and of complex rules. Reading is the basis for learning any language. Krashen (1993, p.23) stated that "Reading is the only way, we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar, and the only way we become good spellers. It is known for a long time that the best way to help our pupils to succeed is to encourage them to read. It is well known that reading is the best tool to start the Islamic divine message when the angel asked our master Mohammed, to read, peace and bless be upon him. It is a strategy that supports the other skills, like writing, it is recommended by many writing experts, like Murray (1988) who argues that" writing does not exist until it is read." That means these four language skills are connected each others; for example writing does not occur without reading. It is one of reading strategies that can improve reading fluency and pronunciation. Gabrielatos (2002) also argues that" reading aloud is not an efficient way of improving reading comprehension, instead it promotes learners pronunciation skills, and the reading speed of learners will be affected negatively since it mostly focuses on the correct pronunciation of words or sounds rather than reading for comprehension." Reading aloud does not concern only with improving comprehension, but also develop pronunciation and reading fluency.

2.2 Reading Definition

According to Cambridge Advanced Learner Dictionary reading is the skill or the activity of getting information from the books. Reading is one of the important activities of the four language skills without them language does not work .According to Therrien(2004),reading literacy is defined as: understanding, using, and reflecting on written text ,in order to achieve ones goals to develop ones knowledge and potential and to participate in society." According to Ceron Nortao (2014) reading is a cognitive process through which the words and structures can be understood, and make sense of the text to enjoy and understand it. Reading is a skill which enables us to get a message, or recognizing the written words. Ruth Schoenbach (1999) stated that" many people think of reading as a skill that is taught once and for all in the first few years of school." It is not a simple process that the reader could understand every single word, and directly he/she could understand the meaning of the whole text. Eskey (2002, p.5) said that" reading is a process of obtaining information from written text that doesn't involve conversation written language into spoken language". Reading is a complex process that includes many components of knowledge, memories and experiences, that involves both perception and thought. It is complex, cognitive process of decoding symbols in order to construct or derive meaning, and it's a means of language acquisition, communication, and sharing information and ideas. According to the giant technology and knowledge development, reading concept is becoming widespread as mental activity which can be recognized through the connection between the reader decoding symbols, or letters, previous knowledge, and experience, as well as solving problems, far away from the traditional or classical concept of reading.

2.3 Components of Reading

There are about five components of reading with respect to reading literacy process, but for the relevance of the study, we have considered the followings:

- Attitude and Motivation

Motivation means the force or the willingness and eagerness of the learner to read. The National Literacy and Numeracy Strategy, Literacy and Numeracy for Learning and Life (2011), states that " positive attitude and motivation are vital for progression in literacy and numeracy." It also states that "all learners should benefit from the opportunity to experience the joy and excitement of getting 'lost' in a book." Literacy in general can be promoted, and developed by the learners' positive feeling towards the learning process. According to Beers (2003, p.260) social and emotional confidence almost always improves as cognitive competence improves." The importance of social and emotional confidence should be developed the same as the cognitive competence.

- Reading Fluency

Fluency in reading means the ability to read texts smoothly, accurately and with understanding. Fluency is defined by the Department of Education and Training in Western Australia, (2004, p. 30) as "the ability to read aloud with expression to demonstrate an understanding of the authors message." It is a way of reading, in a limited speed through which the reader can understand the text. According to Mc Kenna & Stahl (2009) there are three key components of reading fluency which are: accurate word cognition, automaticity and appropriate rhythm and

intonation of speech. The accuracy level of reading should be higher so as to develop learners reading fluency. The automaticity means the ability of the reader to read the text fluently with less concentration on comprehending it. Rhythm and intonation refer to the rate of reading in connection to reading fluency as stated by Beers (2003) as "improving a student's reading rate doesn't automatically mean a student's attitude towards reading improves or that comprehension improves.

- Phonological Awareness

According to Department of Education and Training in Western Australia, (2004, p. 73) Phonological Awareness can be defined as "an ability to recognize, combine and manipulate the different sound units of spoken words". Phonics means the combination of letters in written language and sounds in spoken language and how to use these correspondences to read and spell. Before children learn to read, they need to become aware of how sounds in words work. They also need to understand that words are made up of speech sounds or phonemes. Phonemic awareness can be developed through the use of poems, songs, and rhymes. Phonological or phonemic awareness is the ability to notice, think about, and work with individual sounds in spoken words.

2.4 Types of Reading

According to Brown (1994) reading is divided into two types, silent reading and oral reading (reading aloud). Whenever pupils read the text in the classroom, teachers can use two types of reading, one in which one pupil read the text aloud while the others follow the reader, and another one in which all the pupils can take one role out of the three roles in classroom reading :Aloud reader ,Silent reader, and Follower reader. In

terms of achieving, reading can be divided into two types, silent reading and aloud reading.

- Silent reading

The way or the method we use in silent reading differs from that in aloud reading, in silent reading the reader focuses on his eye movement without raising voice in reading. It has observed that most of our reading is silent, specially reading outside classroom, when we read stories, books, newspapers ...etc. In silent reading the reader recognizes the text by his eyes movement without reading orally. It occurs also at school when pupils read silent and then think about what they read and check their comprehension of the text.

- Reading Aloud

Although it is so important for pupils to read silent, they also need to read loudly. The U.S. Department of Education's Commission on Reading issued a report, *Becoming a Nation of Readers* (1985) it states: "The single most important activity for building the knowledge required for eventual success is reading aloud to children." In silent reading the reader reads for himself but in aloud reading the reader can be heard by his peers, so they participate by following him. Fountas & Pinnell (2012) suggested that "the read-aloud is truly interactive. As teachers read aloud to children, they stop only briefly and just a few times, so as not to lose the momentum of the story. At the same time, teachers invite children to participate, make comments, extend the ideas of the author, and ask and respond to questions". It has many advantages, like; providing pupils with joy to reading, motivate them, give them opportunity to participate, share reading with others, communicate with their teacher, and develop their reading fluency, and pronunciation

2.5 Definition of Reading Aloud

Huang (2010: 148) stated that "reading aloud is used as the major and magic way to improve students' oral-English." Meanwhile, Kailani (1998: 281) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses. . It's also one of the best ways of introducing learners to books, stories and poems that might otherwise miss. . Actually most of the reading activities in the classroom involve, first reading the text aloud by turn, and then having a group discussion on the text, this is perhaps the most common used method. Sometimes pupils read the text silently before discussion; when they read aloud their peers listen to their reading, and they read silently while they follow the reader.

2.6 Distinction between silent and aloud reading

The differences between silent and aloud reading are shown only in their functions with regard to the text in terms of degrees of comprehension, fluency, vocabulary, etc... Reading aloud depends mainly on pronunciation, intonation, and fluency, more than comprehension; therefore some scholars explained this point like, Hale et al, (2007) who stated that "the limited cognitive resources for pronunciation, intonation and vocalization reduce the reader's overall comprehension." This means that reading aloud can focus on or achieve specific purposes, which can reduce the rate of the reader's comprehension. According to Hopkins (1997) silent reading provides the learners with a good opportunity; because they can read the text at their own speed, and helps them to feel confident, and understand the text at the same time. . Oral reading is slower than silent reading, each word is read in order, and the learner can't go back. In aloud reading the pronunciation is important, when pupils read aloud they focus on pronunciation more than comprehension.

Furthermore, McCallum et al., (2004) found that silent reading is of a great role, and higher achievement for the assessment of individual reading comprehension. In this point silent reading deals with the significance of assessing of learners individual understanding of the text. Gibson (2008 p.34) stated that "reading aloud can be beneficial for four academic purposes, "speaking practice, making graphemic- phonemic connections diagnosing pronunciation problems, improving fluency, and practicing reading skills." Fluency and pronunciation are very essential elements, which can easily be developed through aloud. In aloud reading pupils could be more attentive to the reader, which often doesn't exist in silent reading. More over pupils can make sure of their pronunciation, because the teacher can listen, and correct their pronunciation mistakes.

2.7 Reading Strategies

Reading strategies are ways of solving problems that the learner may come across while reading, for example, they might not know the meaning of a word, or they might find the text difficult to understand. When these situations arise, learners should have a strategy for knowing what to do.

- Shared Reading

Reading here is usually done with the whole class, in the shared reading learners share the task with the teacher, and gradually take over the task of reading. Shared reading should be fun to encourage your group to take part in the lesson reading.

- Group Guided Reading

Group guided reading is a teacher directed activity, it involves using carefully selected books at the learner instructional level for example, and the teacher supports a small group of learners as they talk, read and think their way through a text. Guided group reading provides opportunities to

integrate learner's growing of knowledge of the conventions of the print, letter sound relationship and another foundation skills in the text.

It also gives the teacher opportunity to observe the reader behaviors and develop more independence, confidence and provides the bridge to independent reading.

- Independent Reading

It is purposeful planned activity that learners choose their own books according to their interest and ability, learner should be guided to choose text that they can read with high degree of success. The teacher role is to observe, listen and gather information about learner's behavior during independent reading.

- Read Aloud

In read aloud the teacher read to the whole class while learners listen. Teacher reading to learners helps them to develop a love of good literature, motivation to read on their own and familiarity with a variety of genres, including non-fiction. It provides them with the new vocabulary, exposes them to a variety of literature and contribution to their oral and written language development. Reading aloud should occur every day in the early stage of reading instruction to stimulate the children's interest in books and reading.

2.8 Reading Aloud and Language Development

Many studies stated that a loud reading has a great role in developing language. An article published by Arch Dis Child July 2008, Vol 93 No 7, stated that "Reading a loud familiarizes children with the language found in the book." Children will feel comfort with the texts in their books if they read aloud; they also feel aware of the words pronunciation. Jim Trelease in his book, The read aloud handbook, said that "Reading a loud is the single most important activity for building knowledge required

for eventual success."He added that "Reading a loud is a practice that should continue throughout the grades." It should begin from the early stages and continue to the advanced levels. Thomas S .C.Farrrel said that" reading aloud is always speaking; it is a favorite classroom activity". It is necessary for young learners in basic schools, because pupils at this age need to be motivated, promoted and encouraged. Furthermore he/she could be provided with confidence with him/herself and among peers, besides giving opportunity to read fluently. Rog (2001, p. 49) stated that" reading stories aloud means to develop children's concepts about print story, structure, and other elements of text, and provides them with a wealth of information about the process and function of written language." When pupils read aloud they could promote themselves by building the knowledge and literacy for successful reading process, and it's a good way to get pupils to be engaged in the process of reading, and allows them to be engaged in their learning process as well. According to (Anderson, Hiebert, Scott, &Wilkinson, 1985), reading aloud is very important and appreciated for children on daily classroom activity for building the language skills, and knowledge background for eventual success in reading. Pupils who apply or practice more aloud reading in classroom, are the best readers, and they acquire large amount vocabulary, build a good fluency and pronunciation.

2.9 Purposes of Aloud Reading

Aloud reading has many functions, but we will focus only on five purposes according to Huang (2010: 149) as follows:

- Practice Pronunciation:

Reading aloud is a kind of comprehensive practice of pronunciation. Reading aloud can help them correct their dialect effectively. Generally aloud reading is a good way to practice pronunciation, we shouldn't only pronounce every word correctly, but we should consider many things

like, stress, intonation and pause through which we can practice pronunciation in a good way.

- Improving Oral English:

The students with perfect oral English should pronounce properly and speak fluently. It is also more beneficial for pupils to acquire confidence through practicing more reading loudly, which make them more fluent in both reading and speaking.

- Get Deeper Understanding:

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Aloud reading can arouse pupils' senses, imagination, motivation and positive attitudes towards deep understanding originally and correctly when they read the passage.

- Strengthen the Knowledge:

We can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary.

Like other skills –listening, speaking, writing- reading can strengthen the language we learn. It is closely related to listening and speaking, and it is a good practice for pronunciation, grammar and vocabulary.

E. Improving Classroom Atmosphere:

In class, especially in intensive class, pupils may feel tired and dull after some time. At that time reading aloud can help them back to the class. During read-aloud, we share the excitement, the suspense, the emotion.

Particularly in large and intensive classes pupils may feel tired or bored; aloud reading can help them to feel excited and encouraged that enables them to follow and keep attention during reading.

2.10 Benefits of Reading Aloud:

Ficklen and Brooks (2011) explained that reading aloud can help pupils to achieve and develop other activities like, comprehension listening, vocabulary, and create the positive attitudes towards reading.

Reading in general is the single most important activity that leads to literacy acquisition, and builds motivation, curiosity, and memory. It can develop children stimulation even before they can speak. Many experts reported a lot of researches about the benefits of reading aloud as follows:

Trelease, (2013) stated that "reading aloud to your child is a commercial for reading, when you read aloud; you're whetting a child's appetite for reading. S/he wants to do what s/he sees her parents doing. But if a child never sees anyone pick up a book, s/he isn't going to have that desire."

Cunningham & Zibulsky (2013) argues that "Children who have an enthusiastic reader as a role model may stay determined to learn to read, even when facing challenges, rather than becoming easily discouraged."

It can be successfully resulted in many ways as stated by Beck & McKeown (2001) who said that "The interactive read-aloud results in student gains in vocabulary, comprehension strategies and story schema."

American Federation of Teachers, think that no other skill taught in school and learned by school children is more important than reading.

They said that it is the gateway to all other knowledge. Reading aloud in the classroom can be a lively and enjoyable activity for the teacher as well as the pupils, and provides an opportunity to practice listening.

Through aloud reading a good peers relationship can be built, as well as self – esteem. Reading aloud helps pupils to express themselves freely, clearly, confidently, and they could contact with each others. It helps to understand grammar, and correct sentence structure. Through aloud reading children could be promoted to pronounce new words and expand new vocabulary. Creativity, motivation, and imagination can be

developed while pupils read loudly. It provides pupils with pleasure and entertainment, and to enable them to be a good listener and successful reader. Kintsch (2004) pointed to the significance of reading in general by saying " the more we read, the more we know – and therefore the more expansive our capacity to comprehend." As stated above whenever we read more and more, we get more knowledge, our minds, cognition, and capacity grow bigger with a great deal of information it is a form of communication in which a well-prepared reader reads to an interested audience. It can also encourage a love for reading. The practice of reading aloud is widely accepted as a powerful and valuable part of a child's life and literacy.

2.11 Teachers' Reading Aloud to pupils

Reading aloud by teachers can help, in fact EFL reader especially at the early stages of learning. A research by Amer (1997) has indicated that when teachers read aloud in class, this may have a significant effect on EFL reading process. When they learn they tend to read aloud before their teachers, they try to read word by word, they will mispronounce the new words, and with limited speed according to their linguistic competence not only this, but perhaps they feel anxious, because they are not sure of the words pronunciation, but when the teachers read first loudly they can help the learner to discover the right pronunciation of the words, hence they will be fluent when they read to themselves. The proper production by the teachers of punctuation signal, stress, and intonation, may play an important role in this process. The teacher's role in aloud reading is to help and guide learners to perceive and acquire sound; while learners' role depends on how much effort the learners put into their learning that affect their improving their pronunciation achievement. They also have to be active in classroom, motivated to listen

carefully to their teacher when he / she read aloud. It's actually known that reading aloud is of a great significant more than silent reading, it is right that in silent reading the reader can understand the text more than he/she reads aloud, but the advantages of reading aloud are more effective. In fact teachers have to be aware of the necessity of using both silent and aloud reading inside classroom each one in its right time.

2.12 Definition of Fluency?

Fluency is derived from the Latin word 'fluens ' which means 'to flow'. It has defined by (Schreiber, 1980, p.177) as" that level of reading competence at which textual material can be effortlessly, smoothly and automatically understood." It means that fluency depends on the level of text, the reader's effort. Meyer & Felton (1999) defined fluency in the same manner as" the ability to read connected text rapidly, smoothly, effortlessly, and automatically with little conscious attention to the mechanism of reading such as decoding". As stated above fluency is the ability to read words accurately and quickly, it depends on the types of reading, the reader's familiarity with words and amount of practice reading text .Although pupils may recognize words, their oral goal may be expressionless and or lack of phrasing and punctuation.

2.13 Components of Fluency

There are three components:

- Accuracy

According to Evanchan (2010) accuracy is the ability to effortlessly name words or to draw on a mediated process when unfamiliar words cannot be automatically recognized. The learners should pay attention when they read the words which are not familiar to them. Allington, (2009) found that high-frequency words (such as those in the Oxford Wordlist oxford

wordlist.com/pages/) can be quite problematic for students to read given their visual similarity (the/then/they/there, were/went/ with/when) so automatic and fluent naming takes away the burden of word recognition.

- Rate

Evanchan,(2010, p. 12) defined rate as "Reading rate is comprised of the speed and fluidity a reader uses as he/she reads a text." Fluent reading does not mean to read faster, because this gives pupils an opportunity to understand that the speed here is the main aim of reading.

Allington (2009, p. 17) makes the point that "...glued-to-print word-by-word reading is an important step in becoming a "real" reader" and that most students appear to move quite readily into phrase reading during the early years of school. According to (Ehri & McCormick, 1998; Kuhn & Stahl, 2000) automaticity is quick and effortless identification of words in or out of context.

- Prosody

Evanchan, 2010, p. 12). "Prosody is the ability to read with expression and with reading that sounds like speaking."

Dudley & Mather (2005, p. 22) assert that "When readers are able to mirror the inflections of spoken language, they are demonstrating their abilities to comprehend the text, self-monitor, and self-correct their reading errors.

2.14 Reading Fluency

Keehn, (2003), reported that fluency is an essential part of reading and has been considered to be an important factor in reading development. Chard, Vanghn, & Tyler, (2002), Kuhn & Stah,(2000), National Institute of Child Health and Human Development, 2000) have established that" reading fluency is a critical component of learning to read and that an effective reading program read to include instruction in fluency". Reading

fluency is commonly defined as reading with speed, accuracy and proper expression. A research by Hudson & Lane (2005) has been conducted on reading fluency; they stated that " Reading fluency is one of the defining characteristics of good readers and a lack of fluency is common characteristic of poor readers." Padak and Rasinski, (2008, p.3) defined fluent reading as "the ability to read expressively and meaningfully, as well as accurately and with appropriate speed."

2.15 Pronunciation Definition

According to Oxford us Dictionary the origin of the word pronunciation comes from the Latin word "pronuntiatio" from the verb "pronunciare"

According to Oxford Advanced Learner Dictionary, pronunciation is the way in which a language or a particular word or sound is pronounced.

A M E P research centre October (2002) defined pronunciation as:

"Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to particular sounds of a language (segments aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, and rhythm."

According to Yates (2002) the broadest definition is to pay attention to the gestures and the expressions which connect with the way we speak the language. So it is the way in which the clear segments of sounds are achieved when we read or speak.

2.16 Pronunciation and Communication

Communication skill nowadays becomes a must that everyone should master, to meet the same perception among speakers. Reading aloud is one of the tools to improve communication. Communicative competence becomes one of the crucial factors in achieving the perfection of language comprehension; therefore people could understand and communicate with

each other effectively without obstacles when they have good pronunciation, and intonation. Pronunciation plays a significant role in supporting learner's communicative skills; so it's a key aspect in the development of the oral skills. Zaigham (2001) stated that "clear pronunciation gives the speakers the power to be confident when they expressing and indicating themselves in communicating with others; whereas miss pronunciation lead to misperception among each other."

When tow learners speak in a good and clear pronunciation they could feel confident when they communicate in a smooth and good way to express themselves. Hamer, (2001) clarified that "pronunciation is what speakers concern with as comprises rules to utter word accurately." He means that the learners should be aware of the right rules of pronunciation to pronounce correctly. The success of communication really depends on the fluency in pronouncing the words correctly. According to Hismanoglu (2006), pronunciation is very important for communication and it is also has a great and significant role in learners communicative competence.

If pupils read silently they couldn't be sure of their pronunciation, and they can't correct their mistakes, but when they read aloud their teacher is going to follow, guide, monitor and correct their mistakes and put them in the right track. At the same time if the teacher read silent the pupils couldn't be aware of their pronunciation ,besides feeling worried, afraid of making mistakes when they read aloud, and they would be discouraged and not confident. So improving pronunciation doesn't mean there should certain rules to be taught during the lesson through which pupils can acquire the correct pronunciation of English, but the teacher can provides opportunities of certain techniques which pupils need to acquire pronunciation of English in a good way, practicing and applying

more aloud reading activities is one of the natural way to improve the pronunciation skill inside classroom.

2.17 Importance of Pronunciation

It's common for many teachers that pronunciation is not important, because they think that they want their pupils to communicate in English, believing that learning the right pronunciation is wasting of time

According to Harmer (2001), a lot of teachers do not pay enough attention to English pronunciation, because they think that it is a waste of time. They also state that communication in English is enough. But still there is a problem how could they be understood if they do not pronounce the words correctly. According to Butler-Pascoe and Wiburg (2003), pronunciation is important to develop English language as a foreign language, and as a good tool for the listener to understand the reader without confusion to meet the person's needs, which results in the learners' communicative competence that helps them to feel more comfort when they use English. Harmer (2001) expressed that " the first thing that native speakers notice during a conversation is pronunciation". If the native –speakers cannot understand the foreign language reader or speaker, how could he/she communicate with the learner. Harmer (2001) also emphasized that through pronunciation instruction, pupils do not learn only different sounds and sound features, but also improve their speaking skill. Some skills can be acquired, such as speaking skill.

According to Kenworthy (1987), some teachers think that pronunciation is not useful, because a few pupils will sound like native speakers pronunciation. It can be true that not all learners of English language could be able to speak same as native speakers, but this is not important goal of learning correct pronunciation, pupils must only learn correct pronunciation so as to be understood and to communicate with others.

Kenworthy (1987) also reported that there are some acceptable pronunciations factors through them some pupils do not need to depend on their teachers. They are learners' phonetic abilities, integrative motivation, and achievement motivation. There are just some pupils who know the value of good pronunciation. For learning good pronunciation, pupils can be aware of their phonological ability, and motivation performance of good pronunciation.

Pronunciation has many aims to develop communicative competence

According to Wrembel (2002), these aims are:

1. Functional intelligibility and clearness which develop spoken English, to be easily understood for listeners.
2. Functional communicability that develop spoken language to meet learners communicative needs.
3. Increasing self –confidence to develop a positive self-image.
4. Speech abilities and strategies-that allow pupils to develop intelligibility, communicability and confidence outside the classroom.

Many teachers are not aware of the importance of pronunciation; they emphasize only grammar and vocabulary. They also think that it is difficult and boring. There are many effective and powerful ways, like reading aloud in classroom which enable pupils to pronounce words correctly when their teacher read to them aloud.

2.18 Factors affect Learning Pronunciation

According to Kenworthy (1987) there are some important factors which affect learning pronunciation as follows:

- The Native Language

The native language has an important role in pronunciation because of the differences between the sound system of English and other languages.

According to Avery and Ehrlich (1992) English as a foreign language can be affected by many factors, like the difference between the mother

tongue and English in the sound system, the difference between the sound rules between the native language of the learner and the target language, and the problems that face the learner in transforming the patterns of stress and intonation from the native to the foreign language.

A foreign language can easily be influenced by many factors as a result of the differences of sound rules of the two languages.

- The Age Factor

Some researchers think that there is relation between the learners' age and the acquiring sound system of English, as McDonough (2002) states: "young children learn languages better, because they are nearer the age at which they became native speakers of their mother tongue."

As stated above its clear that, learning foreign language pronunciation in an early age allows the learner to read and speak like a native.

Nation and Newton (2009) stated that " if the learners do not learn a SL before a certain age, they maybe cannot obtain a better pronunciation."

Early stages of learning are very important and essential in developing learning better pronunciation same as curving the stone.

- Amount of Exposure

According to Brown (2007) exposure means the length of times during which the learner lives in the foreign language environment.

Exposure means how much the learners use English in their daily

Life, it depends on time in which the learner use or listen and practice English for the development of pronunciation skill. Kenworthy (1987) and many other researchers like Senel (2006) stated that " exposure cannot be a whole and necessary factor for the development of pronunciation skill." It is not only a matter of learners expose a lot of time to the environment of foreign language speakers, it is further a matter of practicing the correct pronunciation.

- Motivation and Good Pronunciation

Some learners seem to be more concerned about their pronunciation than others; they frequently pause during reading and speech trying to find comment on their pronunciation. Kenworthy (1987) declares that this desire of doing well is a kind of achievement motivation. He said "when we talk in terms of strength of concern of pronunciation, we really pointing to a type of motivation." He added that "if the learner does not care about a particular task and its value, he will not be motivated to do well." So motivation and a good pronunciation skill are closely connected. Pupils should be motivated during reading aloud, which is significant for good pronunciation.

2.19 Improving Pronunciation through Reading Aloud

According to Cameron (2001) when the learners read the word within a text they do not recognize only the meaning, but also the features of pronunciation. That means the readers need to pay attention to pronunciation besides the meaning of the text. Lee (2005) stated that "A letter of the alphabet or a group of letters that represent a single phoneme is called as grapheme, and in reading, the transformation of the graphemes into phonemes is referred as decoding." According to Lee (2005) decoding here means that the learners could translate or transform the written words into phonemes, and then they could be able to pronounce these written words. Aloud reading is a good technique for improving pupil's English language reading clarity and pronunciation. Panova (1989) says that "reading a text aloud is important for maintaining and perfecting the pronouncing skills of the learners." The use of aloud reading is very successful way to assess the

learner pronunciation performance, and it is also very essential to increase their motivation in learning process. Some scholars have demonstrated that aloud reading is said to be an effective way to facilitate the comprehension of both written and spoken context .Jacobs (2004) states that "reading aloud helps pupils see link between print and language i.e. the black marks on page represent sounds and words." Reading aloud either by teacher or pupils can be integrated. It offers opportunities for the study of links between spelling and pronunciation. Many experts argue that reading aloud is not efficient way to improve pupils' pronunciation. According to Lemov (2011), reading aloud in classroom is ineffective, because when the learner reads, and the others listen they do not care about the meaning of the text, they can only focus on the pronunciation. It is true that pupils who listen to the reader might not understand the text, but they can follow the pronunciation features, like stress, intonation and rhythms. Kelly (2000) said that "reading aloud as a listening activity can be used as a creative way to learn pronunciation feature such as intonation, stress, prosody among others as suggest." Having good pronunciation proves to be transmitted clearly to cover pupils' problems in pronunciation through aloud reading strategy. Gabrielatos, C. (2002) stated that" reading aloud is a classroom procedure which can be used to improve pronunciation." So it is important for pupils to read aloud inside classroom, because it links between the text and pronunciation. Subyakto & Nababan, (1993) think that it is a good strategy that is used to promote and practice pronunciation, besides helping them to understand the text. Huang (2010, p.149) added that "reading aloud is a help for this sub skill of speaking but also that reading aloud has a function to increasing oral English and can practice pronunciation." Gibson (2008) conducted her research with 27 teachers and some (7) adult EFL learners, her purpose was to find how and why

reading aloud is still used to support language learning. This study showed that language teachers prefer to use this method in their class because this method is useful to practice speaking, pronunciation and intonation. Furthermore, this serves to improve fluency, practice reading skill and learns vocabulary. Reading aloud in classroom is very important and natural way through which pupils can easily listen and read after the teacher, so they can acquire correct pronunciation.

Part Two:

2.0 Review of Previous Studies.

The second part of chapter two is about the previous studies used by different researchers who conducted their researches on the same present topic regardless of the tools, procedures samples and population.

2.1 The First Study

Siti Nurani (2015) conducted MA research entitled "improving English Pronunciation of adult learners through reading aloud assessment.

This research aimed at improving English pronunciation through reading aloud in the form of the short text, there were 20 engineers of network operation center with various background knowledge as an object of the study. The data was collected by observation, note-taking and test which are designed and administrated to identify the participants' core and fluency of English task. On analyzing data the results show that there is improving on pronunciation skill through reading aloud as it can be seen from the increase of a mean score with 77.75 which is considered as a good predicate. Siti Nurani research tries to investigate one of the variables of this study which is improving English pronunciation through reading aloud assessment, Siti case study is among adult learner which is

different from this study, but both studies aim at investigating the improvement of English pronunciation through reading aloud.

2.2 The Second Study

Ben Meriem Chahrazed (2016) conducted MA research entitled "Promoting English as a foreign language learner's pronunciation through read aloud strategy. Ben research tries to shed light on the status of English pronunciation among middle school pupils which is different from this case but the study aims mainly at determining to what extent the read aloud strategy can contribute to develop pupils' pronunciation. Data was collected by classroom observation and questionnaire which designed for thirty pupils of fourth year in middle school. The investigation came out with the result that the read aloud strategy can highly promote and improve pupils English pronunciation. Ben Meriem research is a very good area that aims at one of the study variables which is developing English pronunciation through the Read -aloud strategy, the only difference is that the case study of Ben Meriem is among middle school pupils, where as this study is among basic level school pupils.

2.3 The Third Study

Justin Miller and Paula J. (2008) have conducted research entitled A Longitudinal Study of the Development of Reading Prosody as a Dimension of Oral Reading Fluency in Early Elementary School Children. Justin and Paula study tries to examine the development of reading prosody and its impact on later reading skills, and oral reading fluency. Suprasegmental features of oral reading were measured for 92 children at the end of grades 1 and 2. data were collected by tests which were carried out to determine (a) the manner in which the key features of oral reading prosody development and (b) the extent to which the

development of reading prosody is predictive of later oral reading fluency. The investigation came out with the result that the intonation was a significant predictor of later fluency once word reading skills were taken into account. Thus, prosodic oral reading might signal that children have achieved fluency and are more capable of understanding what they read. Justin and Paula study is a good area which aims at examining both variables of the current study, which is the developing of reading fluency and pronunciation through aloud reading, and among the same elementary level pupils' schools.

CHAPTER THREE

Methodology of the Study

3.0 Introduction

In this chapter the researcher aims at explaining the methods, the procedures and the description of the population as well as the sample of the research. The questionnaire is used as a tool to collect data. Then the researcher describes the validity and reliability of the questionnaire, and shows the procedures used to analyze data.

3.1 Methodology

The researcher adopted the descriptive and analytical method, which is suitable to this study, to investigate the impact of reading aloud on improving pupils' reading fluency and pronunciation, who study English as a foreign language. The descriptive method is used to collect the needed data through questionnaire.

3.2 population and Sample

The population of this study is the basic level school English language teachers. The participants (sample) consists of (50) English language teachers, male and female of different qualifications and experiences who have randomly chosen from the population at the private schools of the British Educational Institutes in Khartoum.

3.3 Tools and Procedure of the Study

A questionnaire was used to collect data about the problem, which consists of (10) statements .The questionnaire was designed for English language teachers who teach English Language in the basic

level schools. The task of collecting data is to investigate the impact of reading aloud in developing pupils' reading fluency and pronunciation. The questionnaire is divided into two parts:

- (1) The first part is designed to obtain information from the teachers about the developing of reading fluency through reading aloud.
- (2) The second part is about the information concerning the developing of pronunciation through reading aloud.

The questionnaire statements were given to (50) English Language teachers regardless of their degrees and qualifications.

3.4 Validity of the questionnaire

This questionnaire was given to three Ph. D holders who work at Sudan University of Science and Technology, English Language Department, who made some modifications to ensure the validity of this questionnaire.

3.5 Reliability

To be reliable and easy for the chosen sample teachers, the questionnaire was designed according to the following formats:

The main options are: (strongly agree, agree, neutral, disagree, and strongly disagree). The remarks which made by teachers are only 10 statements.

The statistic reliability of the questionnaire was conducted by SPSS. According to Cronbach's Alpha as follow:

Cronbach's Alpha	No of items
.901	2

The above table shows a very high figure of questionnaire reliability.

CHAPTER FOUR

Data Analysis, Results and Discussions

4.0 Introduction:-

This chapter consists of questionnaire data analysis of this study, the result and the discussion for each statement.

4.1 Data analysis

The analysis of data of this study was made manually by the researcher himself to obtain the frequency of the sample answers. He also used computer programs (word and Excel) for tables and graphics. All the sample answers were changed into numbers and percentages. Charts and tables will be explained in texts then.

4.2 Result of Questionnaire Analysis and Discussion

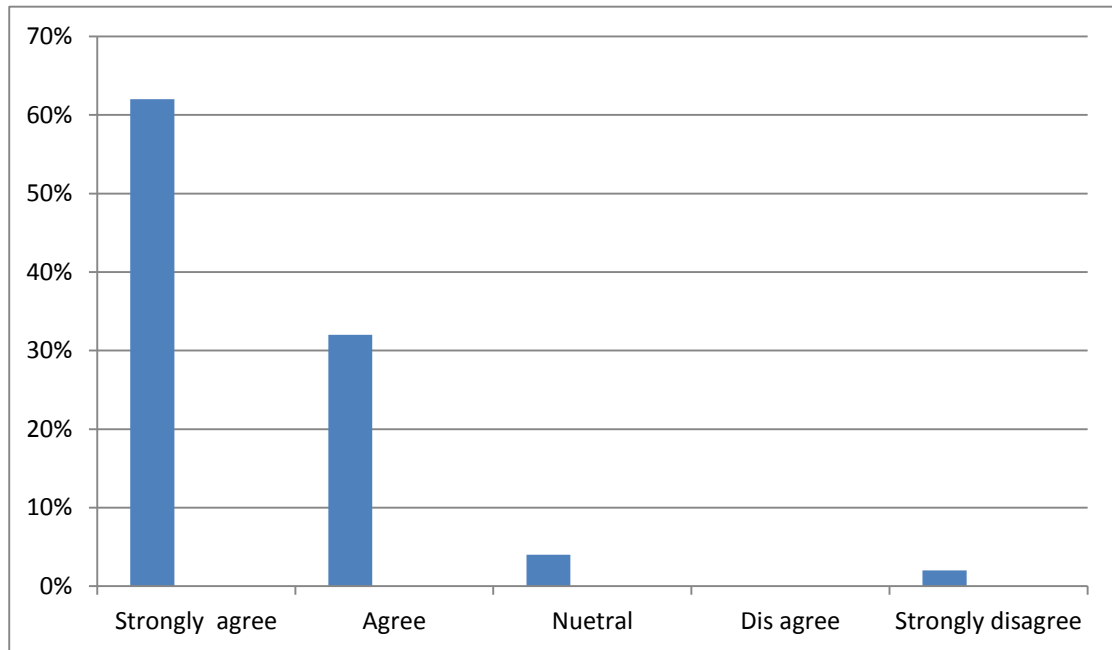
Table (4-1)

"Reading aloud enables pupils to read fluently and naturally."

Valid	Frequency	Percent (%)
Strongly agree	31	62%
Agree	16	32%
Neutral	2	4%
Disagree	0	0%
Strongly disagree	1	2%
Total	50	100%

Table (4-1) shows that the high percentage is in "Strongly agree and agree" statement which indicates that reading aloud is of a significant role

in providing pupils with aspects of fluency ,that enable them to read fluently and automatically.



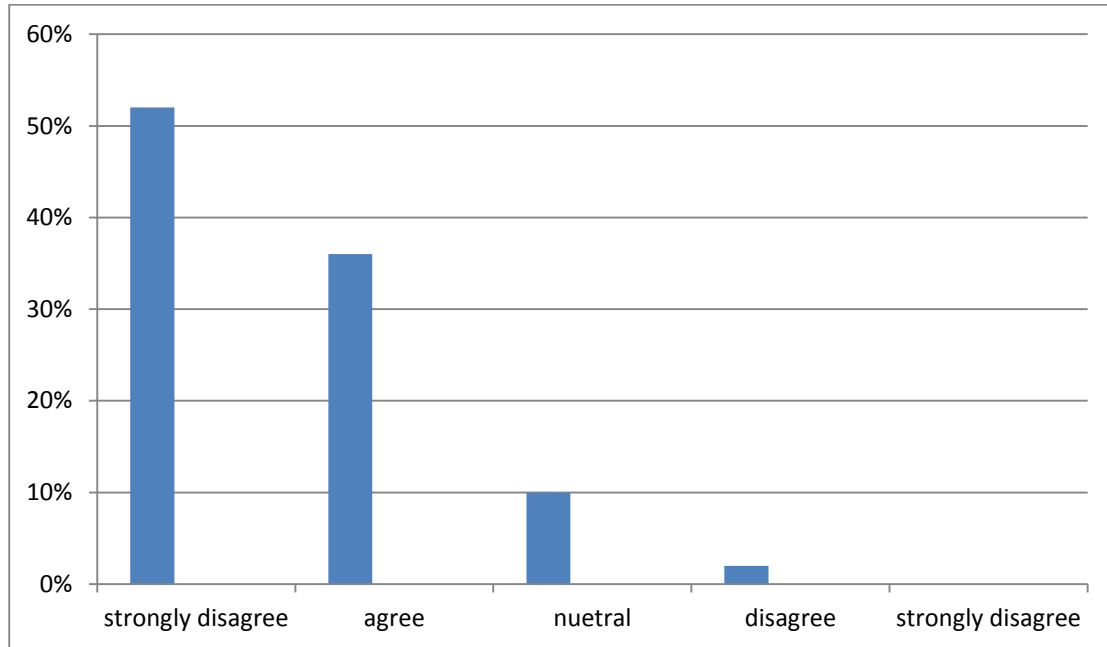
Graph (4-1) refers to the percentage of table (1) above.

Table (4-2)

"Reading aloud can increase the speed of reading fluency."

Valid	Frequency	Percent%
Strongly agree	26	52%
Agree	18	36%
Neutral	5	10%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100%

Table (4-2) shows that the high percentage is in "Strongly agree and agree "statement, which indicates that practicing reading aloud gives pupils opportunity to expose to fluency aspects through which they can read fast and fluently



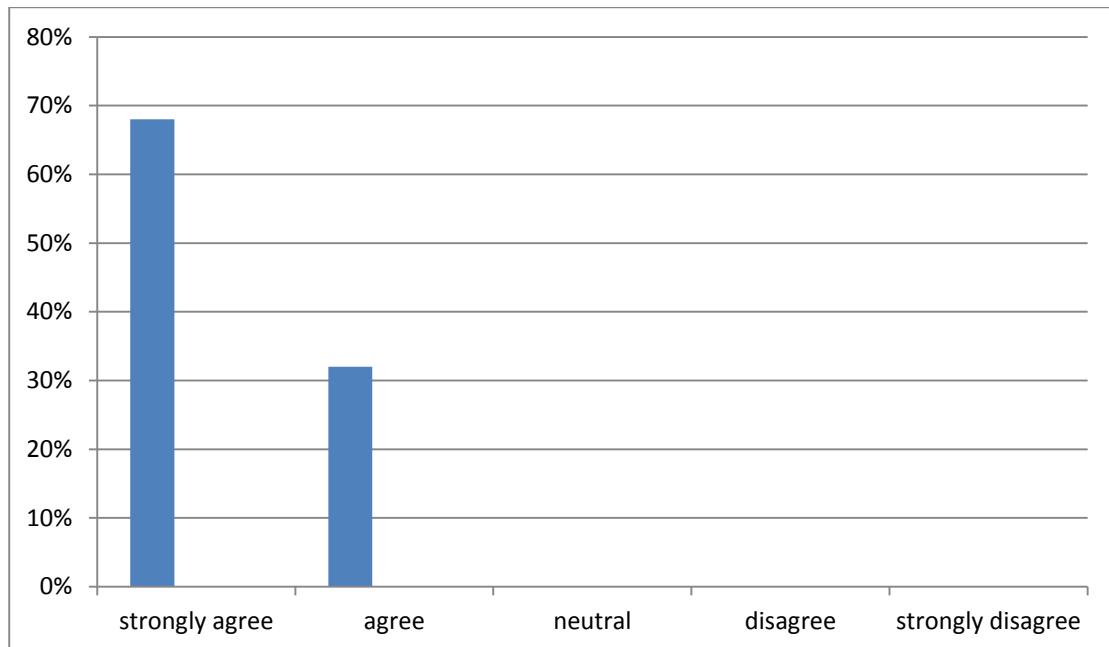
Graph (4-2) refers to the percentage of table (2) above.

Table (4-3)

"In reading aloud teachers can evaluate pupils' reading fluency level of achievement."

Valid	Frequency	Percent (%)
Strongly agree	34	68%
Agree	16	32%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100

Table (4-3) shows that the high percentage is in "Strongly agree and agree" which means that when pupils read aloud, teachers should follow them carefully to evaluate and measure their reading fluency level.

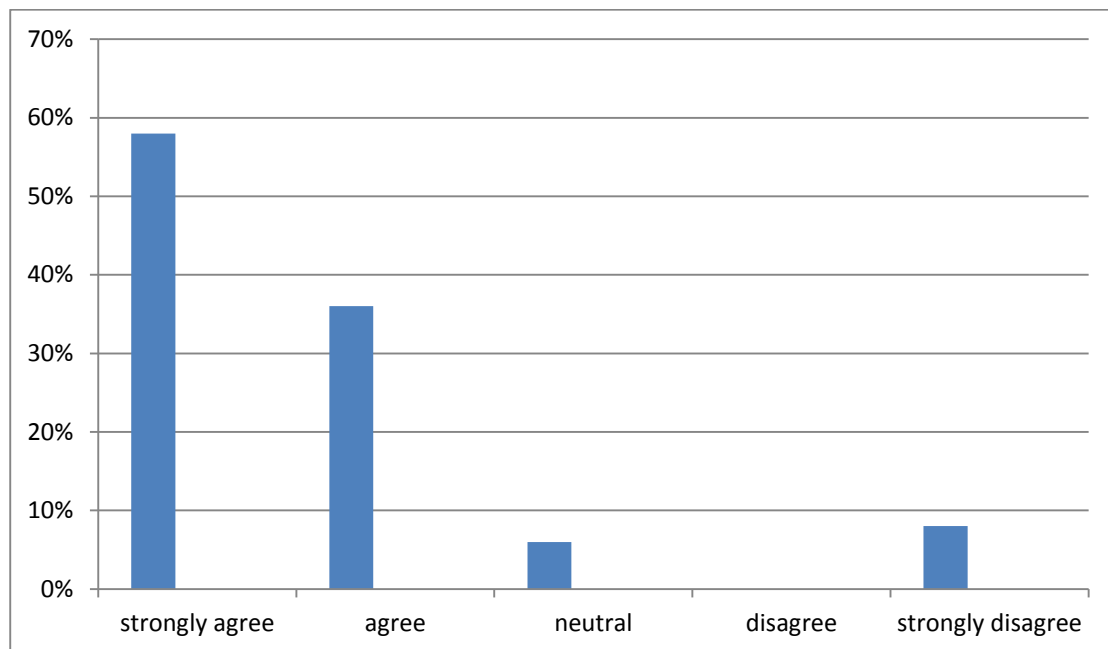


Graph (4-3) refers to the percentage of the table (3) above.

Table (4-4) "teachers' model reading should be slow."

Valid	Frequency	Percent (%)
Strongly agree	17	34%
Agree	17	34%
Neutral	7	14%
Disagree	5	10%
Strongly disagree	4	8%
Total	50	100

Table (4-4) describes the high percentage obtained above, that shows the speed of teachers' model reading aloud for pupils is very important. So it should be as slow as pupils' level and ability to read.

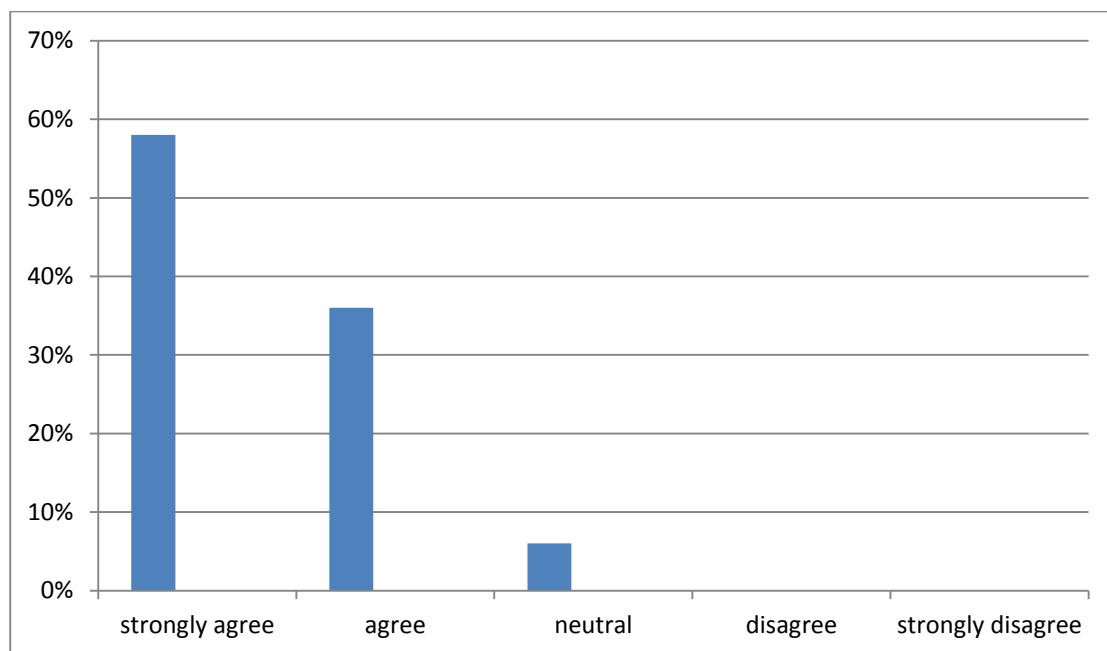


Graph (4-4) refers to the percentage of table (4) above.

Table (4-5) "To improve pupils' reading fluency and pronunciation, reading aloud should be practiced regularly."

Valid	Frequency	Percent (%)
Strongly agree	29	58%
Agree	18	36%
Neutral	3	6%
Disagree	0	0%
Strongly disagree	0	0%
Total	50	100

Table (4-50 shows that the respondents agree with the importance of practicing reading aloud regularly in order to apply reading fluency aspects and to ensure correct pronunciation.



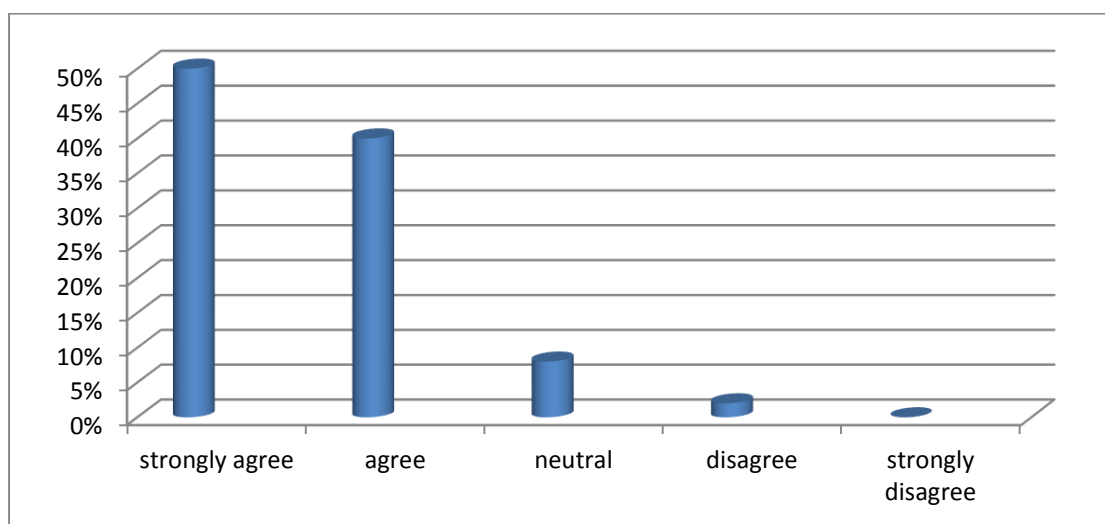
Graphic (4-5) refers to the percentage of table (5) above.

Table (4-6)

"Reading aloud can improve pupils' phonological awareness achievement."

Valid	Frequency	Percent (%)
Strongly agree	25	50%
Agree	20	40%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (4-6) describes the high degree of agreement with the statement above that represents the importance of the phonological awareness of English sound system for pupils of basic level schools which can be acquired and improved through reading aloud.



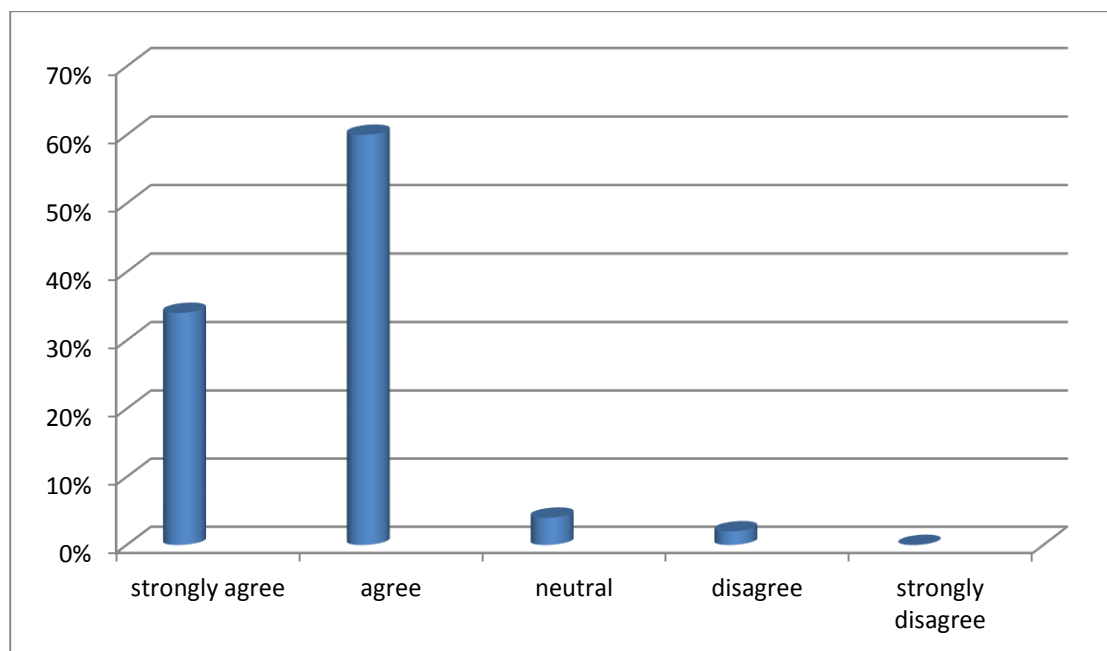
Graph (4-6) refers to the percentage of table (6) above.

Table (4-7)

"Through reading aloud pupils' exposure to the use of phonics and phonemes will be enhanced."

Valid	Frequency	Percent (%)
Strongly agree	17	34%
Agree	30	60%
Neutral	2	4%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (4-7) shows the high percentage of respondents who agree with the statement that pupils who read aloud could enhance and strengthen the use of phonics and phonemes of English in a clear way.



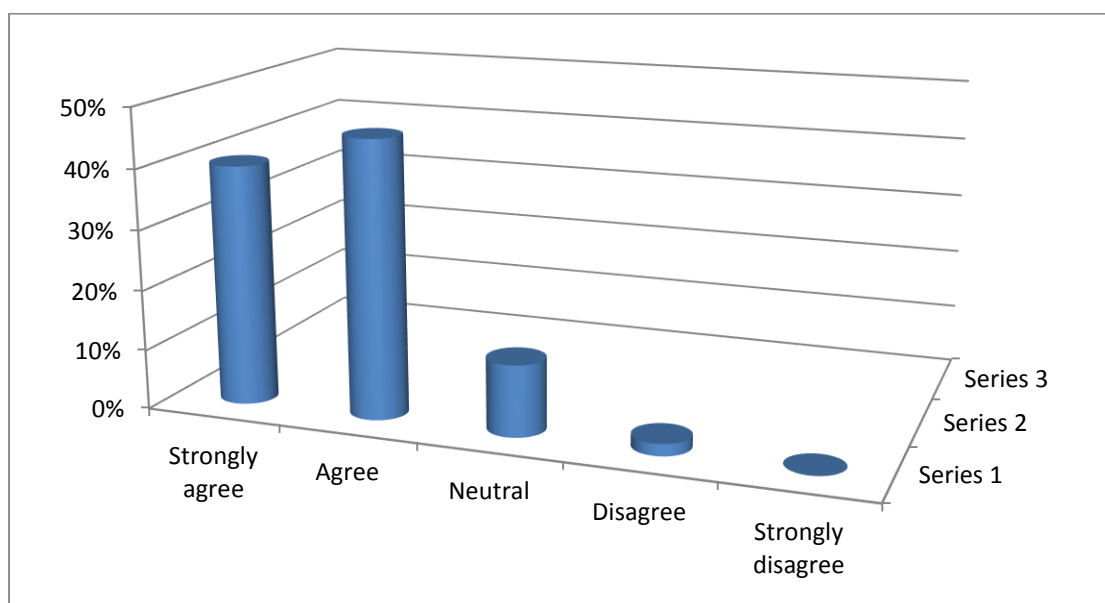
Graph (4-7) refers to the percentage of table (7) above.

Table (4-8)

"Through reading aloud, pupils expose to supra-segmental features of pronunciation e.g. stress, rhythm and intonation."

Valid	Frequency	Percent (%)
Strongly agree	20	40%
Agree	23	46%
Neutral	6	12%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (4-8) confirms that the high percentage represents the importance of reading aloud method which enables pupils to expose to the supra segmental features of pronunciation like stress, rhythms and intonation through which they can read correctly and clearly.

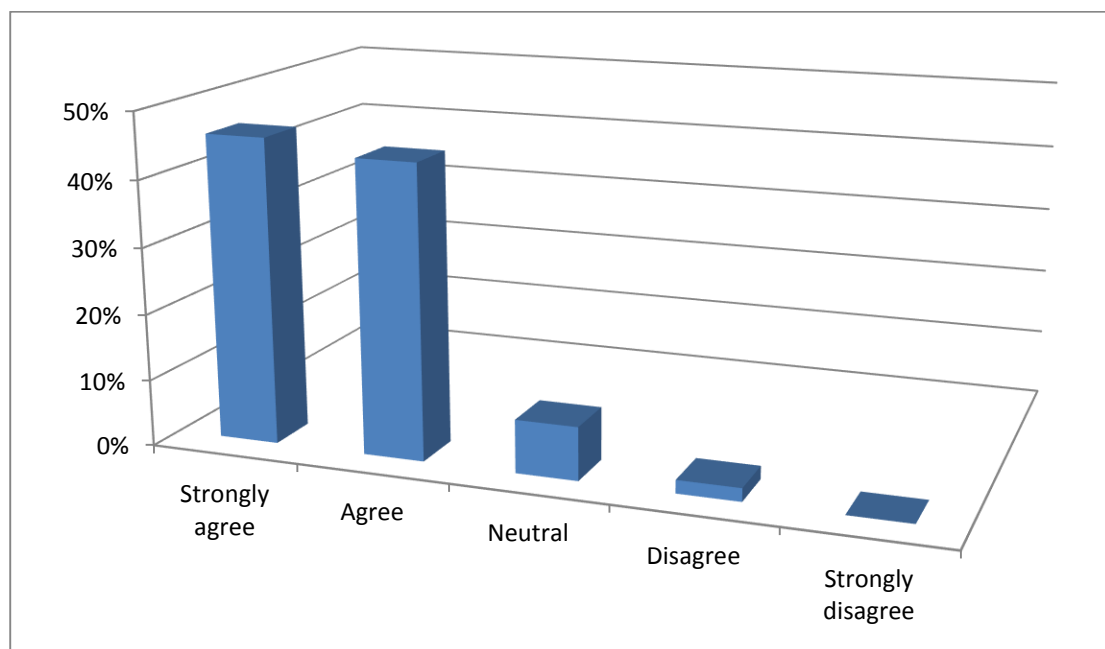


Graph (4-8) refers to the percentage of table (8) above.

Table (4-9) "Improving pupils' pronunciation through reading aloud can improve their communicative competence.

Valid	Frequency	Percent (%)
Strongly agree	23	46%
Agree	22	44%
Neutral	4	8%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (4-9) shows the high degree of responding to the statement above which confirms the role of reading aloud in improving pronunciation as well as the relation between pronunciation and communication that gives pupils chance to improve their communicative competence.

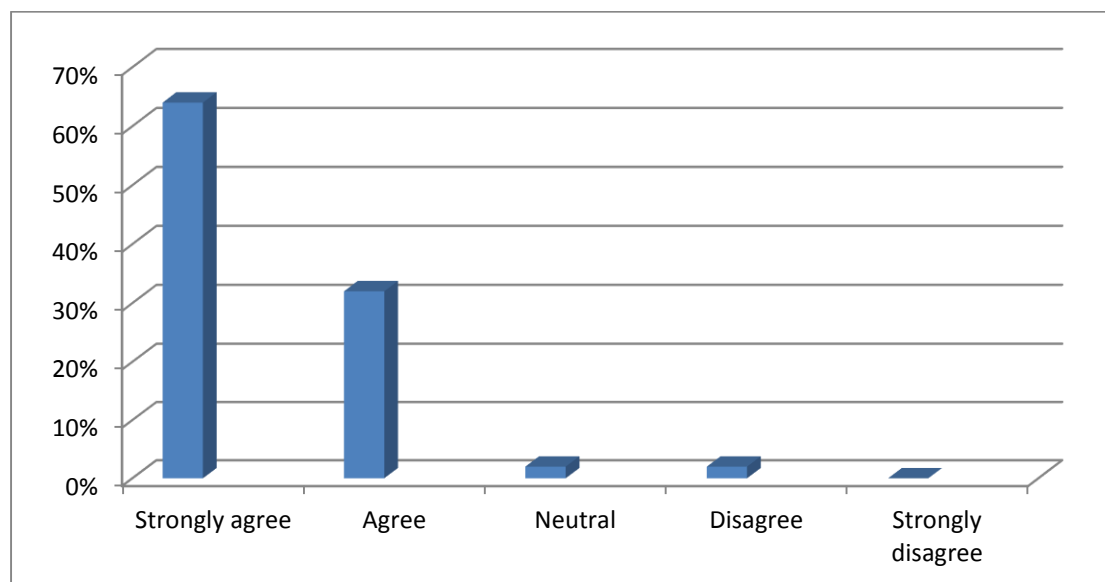


Graph (4-9) refers to the percentage of table (9) above.

Table (4-10) "Improving pronunciation through reading aloud gives pupils opportunity to learn and practice English correctly."

Valid	Frequency	Percent (%)
Strongly agree	32	64%
Agree	16	32%
Neutral	1	2%
Disagree	1	2%
Strongly disagree	0	0%
Total	50	100

Table (4-10) illustrates the high percentage of respondents who agree with statement that reading aloud enables pupils to improve English language pronunciation that encourages them to learn and practice English correctly and naturally.



Graph (4-10) refers to the percentage of table (10) above.

Verification of The Research Hypotheses

From data analysis and discussion, and according to the research questions and hypotheses, the researcher has come up with the results of the research in hypotheses as follow:

The first hypothesis which is "reading aloud is important to improve and promote pupils' reading fluency" has positive respondents; the percentage shows that (80%) of sample answers have positive attitudes towards this hypothesis.

The second hypothesis "reading aloud improves pupils' pronunciation." has also positive respondents and percentage which shows that there are about (85%) of sample answers are positive too. That means the two hypotheses have successfully achieved.

CHAPTER FIVE

Results, Conclusion, Recommendations, and Suggestions for Further Studies

5.0 Introduction:-

This chapter presents the main findings of the study, conclusions, recommendations and suggestions for further studies.

5.1 Results: -

From data analysis and discussion, and according to the research questions and hypotheses, the researcher has come up with the results of the research in hypotheses as follow:

The first hypothesis which is "reading aloud is important to improve and promote pupils' reading fluency" has positive respondents; the percentage shows that (80%) of sample answers have positive attitudes. The second hypothesis "reading aloud improves pupils' pronunciation." has also positive respondents and percentage which shows that there are about (85%) of sample answers are positive too. That means the two hypotheses have successfully achieved.

5-2 Conclusions:

According to the two hypotheses used in this study by the researcher and due to the main findings resulted from analysis of the ten questionnaire statements with regard to the two hypotheses, and the results of the previous study mentioned in chapter two, the researcher has come up with some conclusions that pupils of basic level schools can improve their performance better in English language through reading aloud. Then he

has observed that reading aloud is beneficial to develop and promote pupils reading fluency achievement. Finally, it has observed that reading aloud can improve pupils' pronunciation performance.

5.3 Recommendations:-

According to the conclusions mentioned above and the previous studies in chapter two the researcher suggests the following:

- 1- Teachers should exert great efforts to apply reading aloud inside classroom.
- 2- Teachers should be aware of reading fluency features when they read aloud.
- 3-To develop pupils' pronunciation, teachers should carefully follow pupils' reading to check their pronunciation and correct their mistakes.

5-4 Suggestions for Further Studies:-

- 1- More researches should be conducted on the significance of reading aloud and its role in developing pupils' performance in English language as a foreign language.
- 2- More studies needed to increase teachers' awareness of the importance and role of reading aloud and its impact in improving oral English, as well as developing reading fluency and pronunciation at the basic level schools.

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Appendix

Sudan University of Science and Technology

College of Graduate Studies

Teachers' Questionnaire

Dear, Teacher

This questionnaire is designed to collect data for MA degree on the impact of reading aloud on EFL learners in improving reading fluency and pronunciation at basic level school. The researcher would be grateful if you could co- operate with him by answering the questionnaire's statements honestly. The questionnaire will be used for academic purposes only.

Mark {√} in front of your private choice:

The first hypothesis:

* Reading aloud is important to improve and promote pupils' reading fluency.

No	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1-	Reading aloud enables pupils to read fluently and naturally.					

2-	Reading aloud increases the speed of reading fluency.					
3-	In reading aloud teachers evaluate pupils' oral fluency level of performance.					
4-	Teacher's model reading should be slow.					
5-	To improve reading fluency and pronunciation, reading aloud should be practiced regularly.					

The second hypothesis:

* Reading aloud improves pupils' pronunciation.

6-	Reading aloud improves pupils' phonological awareness achievement.					
7-	Through reading aloud pupils exposure to the use of phonics and phonemes will be enhanced.					
8-	Through reading aloud pupils expose to supra segmental features of pronunciation e.g. stress, rhythm and					

	intonation.					
9-	Improving pupils' pronunciation through reading aloud improves pupils' communicative competence.					
10-	Improving pronunciation through reading aloud gives pupils opportunity to learn and practice English correctly.					